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ABSTRACT

This monograph provides a directory of publications and information systems that may be useful in the search for test-related information. Some strategies for conducting an information search are also included. There are three main sections in this monograph: Print Publications, which includes books and journal articles; Test Information Systems, which describes the small number of projects and systems specifically related to psychological testing information; and Supplementary Sources, which lists other reference works and information systems which may be relevant. The brief section on information searching strategies, describes methods for evaluating the accuracy and the quality of the information retrieved (and thus of the test instrument itself). The index contains listings of printed works, information systems, and supplementary sources (indexes and reviews). (Author/HV)

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ERIC CLEARINGHOUSE ON TESTS, MEASUREMENT, & EVALUATION

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A DIRECTORY OF INFORMATION ON TESTS

by Thomas E. Backer

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INTRODUCTION

As everybody who uses or develops tests knows, the information explosion has reached educational and psychological testing. Chun et al. (4) report that some 2,500 new measures were developed from 1960 to 1969 alone. Today when we speak of the Buros *Mental Measurements Yearbook*, that classic source of test information, we're actually talking about a whole shelf of volumes.

A researcher or practitioner looking for a particular test, or information about it, faces a *potential* embarrassment of riches. This wealth of knowledge, however, may not be easy to tap. Many things stand in the way: publication lags, communication gaps across disciplines (and geographic spaces, too), and a test developer's understandable inclination to husband his or her creation until it has fully blossomed. The result can be wasteful duplication of effort, needlessly long hours spent trying to find test-related information, and imperfect devices hastily constructed to meet some pressing need. New scientific understanding may be impeded simply because researchers are unable to share fully what they know. And in education, mental health, vocational rehabilitation, or other areas of service delivery, the final result can be diminished service to clients if the best tests are not readily available for use.

There are many test instruments now in existence that have been subjected to systematic development and are of at least some potential value. The challenge is *resource utilization*—devising ways to make this body of usable knowledge accessible so that it can be used.

This monograph provides a directory of books, other print materials, and information systems that may be useful in the search for test-related information. Also included are some strategies for mounting an information search. Surprisingly enough, many otherwise competent investigators are relatively inexpert when it comes to information retrieval skills. This is especially likely when the search moves outside the narrow field of their specialization. Therefore, the mission of this volume is to increase professional capabilities in utilization of existing resources on educational and psychological measures.

HOW THE MONOGRAPH IS ORGANIZED

There are three main sections in this monograph: *Print Publications*, which encompasses books, journal articles and other materials of primary relevance to tests; *Test Information Systems*, describing the small number of projects and systems specifically related to psychological test information; and *Supplementary Sources*, which briefly covers other reference works and information systems of some potential use in getting information about tests. The monograph ends with a brief section on strategies for making use of what is described here, and includes methods for evaluating the accuracy and quality of the information retrieved (and thus of the test instrument itself).

A simple index has been constructed to aid the reader in using this monograph. It is divided into several sections according to the order material is presented within the text: print publications (an asterisk denotes those few volumes that provide actual copies of the instruments), test information systems, supplementary indexes to literature, supplementary reviews for keeping current, and supplementary information systems.

SCOPE OF SOURCES INCLUDED

This monograph is based in part on the writer's previous work under the sponsorship of the National Institute of Mental Health (2). For updating and expansion, computerized searches of Educational Resources Information Center (ERIC), National Technical Information Service (NTIS), *Psychological Abstracts*, and Dissertation Information System data bases were conducted. The literature was searched manually as well. Because the commission to prepare this work came from the ERIC Clearinghouse on Tests, Measurement, and Evaluation, some emphasis has been placed on educational tests. In all, 102 print materials, 5 test information systems, and approximately 61 supplementary sources have been described.

LIMITATIONS

Several decisions have been made which restrict the coverage of test-related publications and other resources: (1) primarily, in-print, fairly recent resources have been considered, although a few "classics" have been included, usually as a matter of historical completeness; (2) only those print materials which describe a number of different test instruments have been cited (thus, for example, a specific book on the Strong-Campbell Interest Inventory or the MMPI would not be included here, despite the obvious importance of these tests); and (3) only materials prepared in America are included, but many of the reference volumes cited contain test information from all over the world.

An effort toward comprehensiveness has been made, but surely some valuable resources have been inadvertently omitted. Despite these limitations, the monograph can be of substantial value to those searching for up-to-date information about educational and psychological tests. Most of the identified resources can be tapped through correspondence or through the use of an appropriate institutional library. The majority are available at no cost to the user. By making systematic and selective use of these resources, duplication of effort and time spent locating instruments can be reduced, usable knowledge related to test development can be obtained, and the quality of both research and practice can be improved.

STRATEGIES FOR USING THESE SOURCES

Unfortunately, it is beyond the scope of this paper to present a detailed strategy for use of the information sources described below. There is too much variability in the needs of individual researchers or practitioners, and some resources are not accessible to every information seeker. The most that can be done here is to give some broad guidelines to potential information seekers for developing their own strategies for locating test measures or information about them.

A student writing a short term paper on "Measures of Racial Attitudes" clearly will have different information needs from those of a research psychologist or educator preparing a literature review on some area of measurement for a research grant proposal. Some of the variation in information needs can be seen in different responses to the following three questions: (1) How much information is needed? (2) How quickly is it needed? (3) How comprehensive must the information be?

If a great deal of data are required, or if the seeker must be relatively certain that he has examined every major item of interest in some area, then several of the

above information resources ought to be tapped. On the other hand, if only a thumbnail sketch is needed, quick reference volumes like Buros' *Mental Measurements Yearbook* (*MMY*) may be the major source of data. A computer search system can be employed if the seeker can wait while the system does the retrieval work for him (delays in response of several weeks to a month are not uncommon) or if paying a premium for immediate use of the computer is feasible (as with the Lockheed system). Those with a well-equipped personal or institutional library may have some or all of the cited books at their disposal, while others who are less fortunate may not. In any case, the information seeker who regularly must locate data relevant to tests should develop his own strategy for using the resources accessible to him. For instance, the writer has found that the cumulative indexes to the *Current Index to Journals in Education* (CIJE) or *Psychological Abstracts* frequently are a good place to start an information search. The information seeker can follow up leads on pertinent journal articles abstracted in these indexes, and then use the list of references in those articles. Knowing what is and what is not available in the *MMY* and other readily available reference volumes minimizes wasted effort. For instance, the *MMY* describes few instruments pertinent to the measurement of moral development, while *Measures of Social Psychological Attitudes* covers many such instruments. Because so many different kinds of measures might be of interest, it is not feasible to assemble a master list of all available resources; the individual investigator should, however, be able to compile a mental index of the people, projects, and publications that seem most useful in locating information within a given measurement area. When gathering data about a relatively unfamiliar topic, the information seeker should become resigned to some wasted effort. Persistence in utilizing the above information resources should, however, yield most of the available data.

EVALUATING AND PUTTING TO USE WHAT YOU FIND

Even the best information retrieval system in the world is bound to have one distinct shortcoming—it won't tell the user directly what to use and what not to use. Evaluating the quality and relevance of information retrieved about psychological tests is the important precursor to utilizing whatever knowledge is identified through the sources presented here.

Quality of the information has to do with its completeness—for example, is the test fully described? is adequate backup information on validity, reliability, and appropriate use included? can you get a copy of the test? Quality also has to do with the *psychometric properties of the test itself.* Here the information seeker may address any one of a number of textbooks on test development and the practice of psychological testing, and for primary reference the APA-AERA-NCME *Standards for Educational and Psychological Tests* (1). This manual presents explicit criteria for tests, test manuals, validity and reliability studies, and for appropriate use of tests in service delivery or research settings.

Relevance of test information has to do with the appropriateness of the test device for the potential users' unique circumstances, and the cost-effectiveness of using a given instrument as compared with other available alternatives. For example, a brief psychodiagnostic test, which provides less information than the MMPI, may be much more desirable to use (irrespective of the relative psychometric merits of the two instruments) because it costs less to administer and score. Assessing measurement devices using criteria such as these should substantially increase the

probability that testing will be an effective component of the research or service effort being developed.

PRINT MATERIALS

Each of the following books, journal articles, and so forth, is a publication that deals exclusively or predominantly with information on a number of educational/psychological tests. Each entry is organized as follows:

- standard author citation: author's name, title, publication data (and ERIC Document Reproduction Service number, if there is one)
- brief synopsis of what the document is, and what kinds of information it provides

Allen, Robert M., & Allen, Sue P. *Intellectual evaluation of the mentally retarded child: a handbook.* Beverly Hills, Calif.: Western Psychological Services, 1967.

Designed to enable the psychologist or specialist working with retarded children to select appropriate assessment procedures. Detailed descriptions of tests are provided.

Backer, T.E. *Methods of assessing the disadvantaged in manpower programs: a review and analysis.* Washington, D.C.: U.S. Department of Labor, 1972. *R & D Findings No. 14.*

A state-of-the-art paper about special assessment techniques for selection, counseling, and placement of culturally disadvantaged manpower-program clients. Descriptions of some 40 paper-and-pencil and performance tests are included. Emphasis is on newly developed devices still in the research stage. Includes an annotated bibliography.

Barrow, Harold M., & McGee, Rosemary. *A practical approach to measurement in physical education.* (2nd ed.) Philadelphia, Pa.: Lea and Febiger, 1971.

A four-part book designed for prospective elementary and secondary school physical education teachers. Part II, Evaluation of the Product, comprises more than half the book and discusses tests in specific subject areas. Several tests are listed and described for each subject area.

Beatty, Walcott, H. (Ed.) *Improving education assessment and inventory of measures of affective behavior.* Washington, D.C.: National Education Association, Association for Supervision and Curriculum Development, 1969.

An Inventory of Measures of Affective Behavior (Section II of the publication) contains descriptive material on 129 devices organized into eight domains: attitudes, creativity, interaction, motivation, personality, readiness, self-concept, and miscellaneous measurement tools. Information furnished on each measure consists of: author's name and address, title of instrument, brief description of instrument, variables measured, reliability and validity data (when available), and sample items.

Bennett, Dale E., & Raygor, Alton L. *A guide to high school and college reading tests.* Minneapolis, Minn.: University of Minnesota Press, 1965.

Fifty-one survey-type group reading tests designed for use with high school and

college students are summarized and reviewed briefly. Information is given on the reliability, validity, content, number of forms, grade level, working and administration time, publisher, general abilities measured, and authors of each test. For the benefit of prospective test users, comments about test weaknesses, selected from critical reviews by specialists in the field of reading, are presented. Eleven other high school and adult tests on which only limited data were available are described in chart form. The guide includes addresses of test publishers and references for reviews of the instruments.

Berger, Barbara. *An annotated bibliography of measurements for young children.* New York: Center for Urban Education, 1969.

A selective listing of assessment instruments appropriate for preschool and kindergarten children. Included are research and commercially available measures of cognitive status, cognitive abilities, perceptual skills, reading readiness, characteristics of cognitive style, and personal-social development.

Blanton, William, Farr, Roger, & Tuinman, J. Jaap. *Reading tests for the secondary grades: a review and evaluation.* Newark, Del.: International Reading Association, 1972.

Intended primarily for classroom teachers and others who are responsible for selecting reading achievement tests. Several of the most commonly used tests for high school students are reviewed and evaluated as to their content and statistical characteristics.

Bonjean, C.M., Hill, R.J., & McLemore, S.D. *Sociological measurement: inventory of scales and indices.* San Francisco: Chandler, 1967.

Lists some 2,000 sociological measures identified by the authors who searched through issues of four sociology journals published over a 12-year period. The instruments are classified according to 78 descriptive categories; extensive bibliographies are provided on some of the measures. Measures that have been widely applied are described in some detail.

Borich, Gary D. *Handbook of evaluation instruments for preparing educational personnel for the handicapped.* Austin, Tex.: Research and Development Center for Teacher Education, 1972. (ED 088 906)

Reports and describes 51 instruments created by project staff to develop, assess, and change procedures for training educational personnel for the handicapped. The instruments are categorized by: the program for which the instrument was constructed, the respondents for whom the instrument is intended, and the behavioral domain that the instrument appears to measure.

Borich, Gary D., & Madden, Susan K. *Evaluating classroom instruction: sourcebook of instruments.* Austin, Tex.: Research and Development Center for Teacher Education, Univer. of Texas, April 1976.

Provides a review of currently available instruments that can be applied to a classroom setting. They are organized according to who supplies information about whom—for example, "Information about the Teacher from the Pupil"—and data concerning the structural integrity of each instrument is given.

Botterbusch, Karl F. *Tests and measurements for vocational evaluators.* Menomonie, Wis.: Univer. of Wisconsin, Materials Development Center, 1973.

The first section of this document contains descriptions of 33 tests and instruments presently used in evaluation facilities serving a wide variety of clients. The tests are divided according to the following areas: achievement batteries and reading tests (six tests); character and personality (four tests); intelligence (three tests); vocations—clerical (four tests); vocations—interests (six tests); vocations—manual dexterity (four tests); and vocations—mechanical ability (three tests). In reviewing the tests, the author uses 10 categories: purpose, final score, description, materials required, appropriate groups, technical considerations, American Psychological Association (APA) level, sources of information, availability, and comments. The four-page second section of the document provides the evaluator with a basic list of reference materials about testing and statistics. A list of test publishers is included.

Boyd, Joseph L., Jr., & Shimberg, Benjamin. *Directory of achievement tests for occupational education.* Princeton, N.J.: Educational Testing Service, 1971.

An annotated listing of tests designed for the assessment of skills necessary for the automotive trades, building trades, drafting, printing, graphic arts, electronics, the health field, the machine trades, office work, and other occupations.

Boyer, E. Gil, Simon, Anita, & Karafin, Gail (Eds.) *Measures of maturation: an anthology of early childhood observation instruments.* Philadelphia, Pa.: Research for Better Schools, Inc., 1973.

This anthology contains 73 observation systems that focus on the behaviors of children and those who interact with them.

Braswell, James S. *Mathematics tests available in the United States.* (3rd ed.) Washington, D.C.: National Council of Teachers of Mathematics, Inc., 1972. (ED 067 270)

Describes mathematics tests in eight categories: arithmetic, junior high, batteries and general listings K-14, high school general, algebra, geometry, trigonometry, and college-related. A directory of publishers and descriptions of a number of related evaluation services are also presented.

Buell, Kenneth, *et al. An annotated list of tests for Spanish speakers.* Princeton, N.J.: Educational Testing Service, 1973. (ED 079 393)

A bibliography of instruments that may be used with persons whose language is Spanish. The tests are presented in the following categories: verbal achievement and aptitude/ability; personnel/industrial; intelligence; personality; and miscellaneous.

Buros, Oscar K.

Tests in print. Highland Park, N.J.: Gryphon Press, 1961, 1974 (Vols. I, II).
Reading tests and reviews. Highland Park, N.J.: Gryphon Press, 1968, 1975 (Vols. I, II).
Personality tests. Highland Park, N.J.: Gryphon Press, 1970, 1975 (Vols. I, II).
The seventh mental measurements yearbook. Highland Park, N.J.: Gryphon Press, 1972.
Intelligence tests and reviews. Highland Park, N.J.: Gryphon Press, 1975.
Vocational tests and reviews. Highland Park, N.J.: Gryphon Press, 1975.

English tests and reviews. Highland Park, N.J.: Gryphon Press, 1975.
Foreign language tests and reviews. Highland Park, N.J.: Gryphon Press, 1975.
Mathematics tests and reviews. Highland Park, N.J.: Gryphon Press, 1975.
Science tests and reviews. Highland Park, N.J.: Gryphon Press, 1975.
Social studies tests and reviews. Highland Park, N.J.: Gryphon Press, 1975.

These Buros publications are perhaps the best-known reference sources for locating various types of measuring instruments. The seven editions of the *Mental Measurements Yearbook* (*MMY*), supplemented by monographs on specific measurement topics, provide comprehensive information on and critical reviews of hundreds of measuring and data collecting devices. Information on the instruments covered includes the following: anticipated subject populations; availability of manuals, normative data, alternate forms, and scoring services; time required to administer the instrument; where it may be obtained; cost of the instrument; a list of available references about the instrument such as books, journal articles, and dissertations; and (in many cases) a critical review of the test by one or more appropriately qualified professionals. *The Seventh Mental Measurements Yearbook* contains listings for 1,157 tests, 798 critical test reviews by 439 reviewers, 181 excerpts from test reviews that appeared in 39 journals, and 12,372 references for specific tests. Of the tests in this volume, 55.6 percent were not listed in a previous edition of the *MMY*; 38.9 percent were tests that have been revised; and only 5.5 percent were old, unrevised tests. The *Mental Measurements Yearbooks* are extensively cross indexed (by author, test title, and measurement topic area); all editions of the *MMY* and its companion volumes in personality and reading are similarly organized. Two separate lists of tests in print (1961, 1974) serve as master indexes to the *MMY*. Taken together, these volumes contain information on most published measures.

Butler, Annie L., *et al. Literature search and development of an evaluation system in early childhood education.* Bloomington, Ind.: Indiana Univer., 1971. (ED 059 783)

Part A of this report, Behavioral Objectives, describes the procedures used in constructing behavioral objectives for five-year-old children in the psychomotor, cognitive, and affective domains. Part B, Evaluation Instruments, provides a listing of measures appropriate for use in preschool programs for diagnostic screening, evaluation, or research purposes. Tests, rating scales, inventories, observational procedures, and technical assessment procedures are among the types of instruments included.

Cattell, R.B., & Warburton, F.W. *Objective personality and motivation tests.* Urbana, Ill.: Univer. of Illinois Press, 1967.

Contains descriptions of 612 instruments, many of which were developed by R.B. Cattell and his associates at the University of Illinois. The test descriptions include sample items, discussion of the variables measured, and the details of test administration. A number of the instruments, particularly the nonverbal tests of personality and motivation, are not available through any other source.

Chun, Ki-Taek, Cobb, Sidney, & French, John R.P., Jr. *Measures for psychological assessment: a guide to 3,000 original sources and their applications.* Ann Arbor, Mich.: Institute for Social Research, Univer. of Michigan, 1975.

Entries for the book were obtained through a search of 26 measurement-related journals in psychology and sociology for the 10-year period 1960-1970. The volume

consists of two major sections, Primary References and Applications. In the primary references section, 3,000 measures are cited; the applications section provides information about 6,600 instances in which the instruments described in the primary references section have been used. Each primary reference related to a particular test contains: a reference citation for a description of the device, the measure's title, and descriptors (key words descriptive of the instrument's content). Each entry in the applications section includes: a serial number used to identify each test application instance; a reference (bibliographic entry) denoting an article or other publication that describes studies in which the device has been used; a set of terms indicating the types of information in the article or other publication cited; and other scales used in the article or other publication listed.

Coller, Alan R. *The assessment of self-concept in early childhood education.* Urbana, Ill.: ERIC Clearinghouse on Early Childhood Education, July 1971.

A state-of-the-art paper that includes descriptions and discussions of numerous measures of self-concept.

Coller, Alan R. *Systems for observing parent-child interactions.* Urbana, Ill.: ERIC Clearinghouse on Early Childhood Education, June 1972.

A state-of-the-art paper that includes descriptions and discussions of systems useful for the observation of behaviors that occur between parents and their children.

Coller, Alan R. *Systems for the observation of classroom behavior in early childhood education.* Urbana, Ill.: ERIC Clearinghouse on Early Childhood Education, April 1972.

Describes systems and instruments used to systematically observe early childhood classroom behavior.

Comrey, Andrew L., Backer, Thomas E., & Glaser, Edward M. *A sourcebook for mental health measures.* Los Angeles: Human Interaction Research Institute, 1973.

Contains 1,100 abstracts, each of which provides information about a specific psychological test. The abstracts have been classified and grouped into 45 clusters beginning with Alcoholism and ending with Vocational Tests. Each abstract is organized into two major sections. The first presents identifying information: title of measure; source of the instrument (book, journal article, mental health center, and so forth); and name of the author and address of source for further information. The second section is a 200- 300-word description, usually providing information on the following topics: the test's purpose, target population, administration time, number of items, types of items and response mode used, available reliability and validity data, and findings derived from any major research applications.

Cook, John J. *Test anthology: fugitive and standardized tests.* Madison, Wis.: Wisconsin State Department of Public Instruction, 1971. (ED 069 051)

This 300-entry compendium of tests, behavior rating scales, and summary evaluation sheets was designed for use by special education administrators, teachers, and program planners.

Crago, Priscilla H. *Diagnostic tests in reading: an annotated bibliography.* Albany, N.Y.: Bureau of Pupil Testing and Advisory Services, New York State Education Department, 1970. (ED 073 426)

A list of 38 published diagnostic reading tests. A description, the author's own comments, and a critical review abstracted from the *Mental Measurements Yearbook* accompany each entry. There is an introductory section that outlines considerations to be followed in selecting diagnostic tests and provides background for understanding technical data.

Curtis, W. Scott. Development and application of intelligence tests for the blind: a research utilization conference. Final report. Athens, Ga.: Univer. of Georgia, 1972.

Provides information on the following tests for the blind: Test Battery for Use with the Blind (Vocational Intelligence Scale for the Blind/Series, VISAB); The Tactual Reconstruction (VISAB Battery); The Personal History Survey, Form W (VISAB Battery); The Diagnostic Interview (VISAB Battery); The Sentence Completion Test (VISAB Battery); The Sound Test, An Auditory Projective Technique (VISAB Battery); A Haptic Intelligence Scale for Adult Blind; Stanford-Kohs Block Design Test for the Blind; and Raven Progressive Matrices for Presentation to the Blind (Tactual Progressive Matrices).

Ehrlich, Alan, & Ehrlich, Roselin. *Tests in Spanish and other languages, English as a second language, and nonverbal tests for bilingual programs: an annotated B.E.A.R.U. bibliography.* New York: Bilingual Education Applied Research Unit, May 1974. (ED 078 713)

Annotated bibliography of instruments currently available for use in the assessment of bilingual programs; a complete updating and revision of the original listing published in January 1973.

Evaluation bibliography: parent/child decision makers. Chapel Hill, N.C.: Technical Assistance Development System, Univer. of North Carolina, 1973. (ED 081 789)

An annotated bibliography of tests measuring one or more of the following behavioral dimensions: language, cognition, self-help, social-affective, visual-motor, and physical health. The tests are arranged into the following age groups: 0-6 months, 6-12 months, 12-24 months, 24-36 months, 36-48 months, and 48 months and up. Ten tests for parents are also listed.

Evaluation instruments for bilingual education: an annotated bibliography. Austin, Tex.: Dissemination Center for Bilingual Bicultural Education, January 1975. (ED 111 182)

Compendium of over 250 evaluation instruments in use throughout the U.S. designed to assist bilingual/bicultural educators in locating, developing, or adapting evaluation instruments suitable to local assessment needs. The titles and descriptions of instruments listed were provided by staff in bilingual/bicultural programs throughout the country. Commercial and noncommercial sources as well as ESEA Title VII sources are included. The volume is arranged by topic. An index provides cross-referencing by title, author, and publisher. Instruments in seven languages other than English are included: French, Spanish, Portuguese, Hebrew, Navajo, Chinese, and Miccosukee.

Farr, Roger, & Anastasiow, Nicholas. *Tests of reading readiness and achievement: a review and evaluation.* Newark, Del.: International Reading Association, Inc., 1969.

Written for classroom teachers and other school personnel who are responsible for selecting reading readiness and elementary-level reading achievement tests. The authors have reviewed and compared the five recent reading readiness measures and the five recent reading achievement tests.

Ferneau, Ernest W., Jr. *Drug abuse research instrument inventory.* (4th ed. and supp.) Cambridge, Mass.: Social Systems Analysts, 1973. (ED 088 926)

Lists instruments relevant to drug-abuse research; includes reference citations and narrative descriptions. Most instruments listed are those generally referred to as behavioral or psychological and are primarily of the paper-and-pencil variety. The volume is intended as an aid to researchers interested in locating appropriate measures of variables for drug-abuse studies or methodological work. It is divided into six sections: Attitudes; Measurement of Subjective and Objective Effects of Drugs; Differentiation and Characteristics of Abusers; Access and Extent; Education and Knowledge; Program-related Evaluation. Cross-references to instruments in other categories appear at the end of each section.

Feshbach, Norma D. *Manual of individual difference variables and measures. CSE special report No. 2.* Los Angeles: Univer. of California, Center for the Study of Evaluation, 1968.

Presents information concerning 107 instruments designed to measure 29 individual variables ranging from aggression through suggestibility. For each instrument cited, the following material appears: a concise description of the measure (type of test, type of items used, length of test or number of items involved, and methods of administration and scoring when available); measure evaluation (for most instruments, some estimate of reliability and/or validity, correlations with other tests of the same variable, sample size and types of subjects used in the evaluation of the measure are provided); and reference source (citation for a study in which the instrument was used).

Fineman, Carol, & Hoffman, Dennis W. *A current list of available diagnostic instruments for speech, language and hearing clinicians.* Dade-Monroe Diagnostic Resource Center, 1975. (ED 115 009)

A list of 40 diagnostic instruments for use by speech, language, and hearing clinicians: five tests for aphasia, 10 for hearing, 15 for language, and 10 for speech. Information given for the tests usually includes the title, author, vendor, price, age range, time limits, and a brief description. The names and addresses of vendors are listed in alphabetical order on the last page.

Goldman, Bert A., & Saunders, John L. *Directory of unpublished experimental mental measures: Volume I.* New York: Behavioral Publications, 1974.

First volume in a proposed series of annual publications providing a compendium of experimental test instruments not currently produced commercially. The volume contains a listing of all tests described in articles appearing in the 1970 issues of 29 selected research-oriented educational, psychological, sociological, and guidance/counseling journals. The tests are grouped in 22 categories ranging

from "achievement" through "vocational evaluation." When available from the source articles, the following information is furnished on each instrument: test name, purpose, description (number of items, time required, and format), statistics (reliability-validity), source (bibliographic data), and related research.

Griffin, Margaret, Hibbard, Louise, & Muldoon, Kathleen. *Guide to clinical evaluation instruments in reading.* Bloomington, Ind.: ERIC/CRIER, 1972.

Information about published reading tests, including: author, publisher, age or grade level, subtests, forms, and administration time. Also provided are notations on the availability of normative data, keys to the tests' coverage in *Mental Measurements Yearbook*, publishers' addresses, test descriptions, and complete bibliographic references.

Grommon, Alfred H. (Ed.) *Reviews of selected published tests in English.* Urbana, Ill.: National Council of Teachers of English, 1976.

Provides detailed evaluative reviews of 51 widely used achievement tests, including elementary language arts tests, measures for evaluating response to literature at higher educational levels. Each review discusses test content, strengths and weaknesses, and the uses a teacher can make of the tests. A discussion of current issues in achievement testing also is provided.

Guthrie, P.D. *Measures pertaining to health education: I. Smoking. An annotated bibliography.* Princeton, N.J.: ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, 1972. (ED 060 042)

A bibliography of instruments that measure attitudes, behaviors, practices, knowledge, and correlates of tobacco smoking. Thirty instruments are described, including some general drug-usage measures that contain a number of items on smoking. General health tests, even if some items pertain to tobacco, are excluded.

Guthrie, P.D. *Measures pertaining to health education: II. Drugs. An annotated bibliography.* Princeton, N.J.: ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, 1972. (ED 068 569)

A compendium of instruments primarily concerned with drugs other than nicotine or alcohol. Ninety tests that are designed to assess attitudes, behaviors, practices, knowledge, and correlates of drug usage are described. Excluded are general health tests, measures of the physiological actions of drugs, measures of the subjective effects of drugs, and standard personality measures.

Guthrie, P.D. *Measures pertaining to health education: III. Alcohol. An annotated bibliography.* Princeton, N.J.: ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, 1972. (ED 068 570)

A bibliography of instruments concerned with the measurement of attitudes, behaviors, practices, knowledge and/or the correlates of alcohol usage. There are 113 instruments in the bibliography, some intended for use with general populations and others designed for use with alcohol-dependent respondents.

Hamilton, Don. *Evaluation instruments for bilingual education: a revision of tests in use in Title VII bilingual educational projects.* Austin, Tex.: Dissemination Center for Bilingual Bicultural Education, 1973. (ED 087 818)

Annotated bibliography of tests developed by or used in Title VII projects and intended as a directory of information for use by bilingual bicultural education projects. Each annotation includes details on the applicability of the test, time required to administer it, skills assessed by the instrument, and scores yielded by its administration.

Hildreth, G.H. *A bibliography of mental tests and rating scales.* New York: Psychological Corporation, 1939.

Presents an early compilation of 4,181 instruments that might be of considerable utility in identifying psychological measures no longer in print or in active research use. Each entry includes name of instrument, its author, type of subject for which it is intended, an address where it may be obtained, and in some cases a brief annotation describing the purpose of the test. Covers instruments designed to measure almost every conceivable variable—IQ, personality, vocational interest, aptitude, achievement, language, and so forth. It probably lists most English-language psychological measures available in 1939.

Hoepfner, Ralph, *et al.* (Eds.) *CSE elementary school test evaluations.* Los Angeles: Univer. of California, Center for the Study of Evaluation, 1970.

Two hundred and four instruments for assessing elementary school educational objectives, grouped by both testing areas and grade levels covered. Included are measures for grades 1, 3, 5, and 6 classified into 12 areas: affective, arts-crafts, cognitive, foreign language, language arts, mathematics, music, physical education/health, reading, religion, science, and social studies.

Hoepfner, Ralph, *et al.* (Eds.) *CSE-ECRC preschool/kindergarten test evaluations.* Los Angeles: Univer. of California, Center for the Study of Evaluation, 1971.

One hundred and forty-one tests for assessing pupil attainment of preschool and kindergarten education objectives, compiled both by testing areas covered and by pupil age. Each instrument is categorized as either a preschool (30 to 59 months) measure and/or a kindergarten (60 to 72 months) measure, according to its publisher's claim. The tests are also classified according to four domains: affective, intellectual, psychomotor, or achievement.

Hoepfner, Ralph, *et al.* (Eds.) *CSE-RBS test evaluations: test of higher order cognitive, affective, and interpersonal skills.* Los Angeles: Univer. of California, Center for the Study of Evaluation, 1972.

Contains descriptions of approximately 1,140 scales, organized in the following categories: higher order cognitive skills (instruments that measure 23 categories of cognitive skills through three types of test formats—verbal semantic, symbolic, and/or figure-spatial); affective skills (instruments that measure the characteristics of personal temperament, attitudes, needs, interests, and values through three types of test formats—reports about self, reports about others, and behavioral measures); and interpersonal skills (instruments that measure relations with peers, relations with authority, relations with subordinates, and relations with people in general through three types of test formats—reports about self, reports about others, and behavioral measures).

Hoepfner, Ralph, *et al.* (Eds.) *CSE secondary school test evaluations: grades 7 and 8.* Los Angeles: Univer. of California, Center for the Study of Evaluation, 1974.

(Two other volumes, one for grades 9 and 10 and one for grades 11 and 12, are also available.)†

Approximately 3,300 instruments for assessing secondary education goals at specific grade levels, grouped by test areas (1,100 instruments in each volume). Measures included in these volumes deal with arts and crafts, driver and traffic safety, English language arts, foreign language, health and safety, home economics, industrial arts, intellectual skills, mathematics, music, personality characteristics, philosophy and religion, physical education, science, social studies, and vocational career education.

Instruments that measure self-concept. Chicago, Ill.: Chicago Board of Education, n.d. (ED 079 431)

A listing of 54 instruments that measure self-concept. Most of the instruments included in the bibliography are appropriate for use at the elementary level.

Johnson, Orval G. *Tests and measurements in child development: handbook II.* San Francisco: Jossey-Bass, 1976.

A new companion volume to Johnson and Bommarito (see below), which includes descriptions of almost 900 additional measures appropriate for use with children and youths up to 18 years of age (the upper age limit in the first volume was 12). The classification and organization system is the same as for the first *Handbook*, but the tests included in *Handbook II* were retrieved from 1966-1975 literature.

Johnson, Orval G., & Bommarito, James W. *Tests and measurements in child development: a handbook.* San Francisco: Jossey-Bass, 1971.

Brings together information about some 300 instruments useful to researchers and practitioners in the child development area. Test descriptions provide information about what the tests measure, what population they are appropriate for, how they were constructed, and how they are administered. The authors surveyed the literature of child development over a 10-year period, selecting instruments on the basis of the following criteria: (1) instruments must be suitable for use with children between birth and age 12; (2) they are not commercially published; (3) they are available to all professionals; (4) they include enough information to enable people other than practitioners to use them effectively; (5) they are long enough to permit the development of norms as well as reliability and validity data; (6) they are technically usable, and do not require heavy laboratory equipment. Test instruments measuring variables in the following areas are included: cognition, personality and emotional characteristics, children's perceptions of their environment, self-concept, characteristics of the care-giving and home environment, motor skills, brain injury, sensory perception, physical attributes, attitudes and interests, and social behavior.

Johnson, Barry L., & Nelson, Jack K. *Practical measurements for evaluation in physical education.* Minneapolis, Minn.: Burgess, 1969.

Developed in response to the need for a better understanding by physical education teachers of how to measure and evaluate physical skill performance in an

†All four Hoepfner volumes use the following format to provide information on each instrument: test name; evaluation of (1) measurement validity, (2) examinee appropriateness (comprehension and format), (3) administrative usability (administration, scoring, and interpretation), and (4) normed technical excellence. A total grade is given for each of the foregoing categories on a rating scale of good, fair, or poor.

economical and practical manner. It describes several tests in each of fifteen subject areas that can be used by the average physical education teacher in a typical school situation. The tests that are included were selected from those already published, or were developed or modified by the authors.

Jurgens, James T. *Interest inventories, tests, surveys, and scales: a compilation.* Olympia, Wash.: Washington State Coordinating Council for Occupational Education, 1973. (ED 085 536)

A list of 66 currently available interest measures that may be used by teachers and counselors.

Kiesler, Donald J. *The process of psychotherapy: empirical foundations and systems of analysis.* Chicago: Aldine, 1973.

Part II of this volume, "Systems of Direct Psychotherapy Process Analysis," reviews measures applied directly to coding or rating live therapy interviews or some verbatim representation of these interviews (Part I is not primarily concerned with measurement). Seventeen major psychotherapy direct-process systems are included under the categories of: omnibus measures (comprehensive measures of both therapist and patient interview behaviors), therapist interview behaviors, and patient interview behaviors. Also included for discussion are eight minor psychotherapy direct-process systems. Part III of this book, "Systems of Indirect Psychotherapy Process Analysis," contains summarized reports on 28 measures that focus on the indirect assessment of therapist and patient interview behaviors. Of the 28 instruments discussed, two involve TAT-like projective measures; two involve experimental manipulation of the interview procedure itself; two involve standardized analogue presentation; and 22 consist of questionnaires filled in by the therapist, the patient, or both. Information supplied on each test usually consists of: name and author of measure; purpose; procedure followed to develop test; number of items; response mode; variables measured; sample items; reliability and validity; and a summary of relevant major research findings derived from instrument use.

Knapp, Joan. *A collection of criterion-referenced tests. TM Report No. 31.* Princeton, N.J.: ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, 1974.

Twenty-one criterion-referenced tests are cited, and for each the following information is provided: description, format and administration, response mode and scoring, technical information, and references. In a discussion section, criterion-referenced and norm-referenced tests are defined in several ways, and their advantages, limitations, and uses are briefly explored.

Knapp, Joan. *An omnibus of measures related to school-based attitudes.* Princeton, N.J.: Center for Statewide Educational Assessment, Educational Testing Service, 1972. (ED 074 071)

Provides summaries of 16 paper-and-pencil self-report inventories that measure school-based attitudes. Some of the instruments are appropriate for children 4-8 years of age, while others are for students in grades 12-14.

Knapp, Joan. *A selection of self-concept measures.* Princeton, N.J.: Center for Statewide Educational Assessment, Educational Testing Service, 1973.

Describes instruments selected on the basis of their appropriateness for a normal

population of school-age children, and their representativeness of a variety of measurement techniques, including self-report, projective, behavior trace, and direct observation.

Kruglak, Haym. Resource letter on achievement testing. *Physics Teacher,* 1969, 7, No. 9, 490-496.

Discusses (1) the basic concepts of achievement evaluation, and (2) the measurement of intellectual and manipulative skills associated with the teaching objectives of undergraduate physics courses. Has an annotated bibliography of 78 publications dealing with relevant tests. Written as a resource guide for physics teachers.

Lake, Dale G., Miles, Matthew B., & Earle, Ralph B., Jr. (Eds.) *Measuring human behavior: tools for the assessment of social functioning.* New York: Teachers College Press, 1973.†

Systematic reviews of 84 instruments that deal with personal, interpersonal, group, and organizational variables (Section I). Information on the measurement devices examined encompasses: title; author; availability; variables measured (and conceptual scheme); description (format); administration and scoring; development (history and operations); critique (reliability, validity, norms, and so forth); general comment (usefulness, cautions, and so forth); references (published and unpublished work mentioned in the review); and "uniterms" (list of key words referring to the variables measured by the instrument or relevant to it). Section II reviews 20 other published collections of instruments in the social sciences, using the following format: title; author; availability; testing areas covered; description (overview, compendium approach, criteria for instrument inclusion, and type of information presented on each instrument); comments on adequacy of approach and ways in which author's findings differ from those reported in other volumes; and general comments (summary reaction and advice to the user).†

Lehman, Paul R. *Tests and measurements in music.* Englewood Cliffs, N.J.: Prentice-Hall, 1968.

Includes descriptions of and comments on tests of musical aptitude, achievement, performance, and appreciation. There is also an appendix that lists out-of-print music tests.

Lehman, Paul R. A selected bibliography of works on music testing. *Journal of Research in Music Education,* 1969, 17, No. 4, 427-442.

Includes (1) descriptions or reviews of published tests of musical aptitude or achievement, or modifications of such tests; (2) works concerned with the principles, problems, or status of music testing; (3) bibliographies; and (4) some noteworthy general works on educational or psychological testing. Does not include (1) the test themselves; (2) works substantially duplicated elsewhere; or (3) works in which the testing reported was incidental to the study.

Lylerly, Samuel B. *Handbook of psychiatric rating scales.* Rockville, Md.: National Institute of Mental Health, 1973.

Descriptions of 38 instruments that are being used or have been used in psychiatric settings. The volume is in two sections—"Scales for Rating Behavior and

†Most of the collections critically reviewed by the authors are cited in this monograph.

Symptomatology of Children" and "Scales for Rating Behavior and Symptomatology of Adults." Each description consists of test title, sources, general description, patients, raters, source of scale items, validity and reliability, and related references. Also includes a section listing 23 additional rating scales that have rarely been used in recent years, but which are of historical significance. Brief descriptions and selected reference sources are furnished for each scale.

McCloy, Charles H., & Young, Norma D. *Tests and measurements in health and physical education.* (3rd ed.) New York: Appleton-Century-Crofts, 1970.
Numerous tests and assessment devices in health and physical education in a wide variety of specific areas are provided and discussed in detail.

Mauser, August J. *Assessing the learning disabled: selected instruments.* San Rafael, Calif.: Academic Therapy Publications, 1976. (ED 128 438)
More than 300 assessment tools for the evaluation of children and adults with specific learning disabilities are described in terms of age, applicability, time to administer, and salient characteristics.

Mayer, Victor J. *Handbook of unpublished evaluation instruments in science education.* Columbus, Ohio: Center for Science and Math Education, Ohio State Univer., 1973. (ED 076 359)
Provides brief descriptions of 156 unpublished instruments constructed between 1964 and 1968. Tests are classified into the following categories: achievement in science, achievement in processes and skills of science, characteristics and abilities of students, attitudes, knowledge of the nature of science, and professional practices.

Miller, D.C. *Handbook of research design and social measurement.* New York: David MacKay, 1964.
Provides descriptions of 36 sociometric scales, including discussion of available reliability and validity data and applications of each measure. Contains an index of all sociometric scales appearing in the *American Sociological Review* from 1951-1960, along with chapters discussing general aspects of research design and statistical analysis pertinent to the use of the measures presented.

Nafziger, D.H., *et al. Tests of functional adult literacy: an evaluation of currently available instruments.* Portland, Ore.: Northwest Regional Educational Laboratory, June 1975. (ED 109 265)
Currently available measures of functional literacy for adults are reviewed and evaluated. Concentrating on tests that are referenced to skills important to an adequately functioning adult, the report consists of six major parts: (1) Problems in defining and measuring literacy; (2) Test identification; (3) Evaluation criteria; (4) Test review; (5) Test evaluation; (6) Summary.

New York State Education Department, *Diagnostic tests in reading: an annotated bibliography.* Albany, N.Y.: Bureau of Pupil Testing and Advisory Services, 1970.
Lists and describes diagnostic reading tests available from United States publishers. Critical reviews by outside experts are included and supplemented by the compiler's comments. The external reviews are abstracted from the *Mental Measurements Yearbook,* and cited by *Yearbook* edition and entry number. Intro-

ductory material serves to (1) outline some considerations to be followed in selecting diagnostic tests and (2) give background for the understanding of technical information provided in test manuals and reviews.

Owoc, Paul, & Johnson, Thomas J. *A critical survey of tests and measurements in early childhood education.* St. Louis, Mo.: Central Midwestern Regional Educational Laboratory, 1974.

Describes 800 published and unpublished measures appropriate for use with children from birth through age eight, along with a system developed for cross-classifying instruments by construct and response methodology. The project on which the document is based developed three methods of data retrieval for the 800 instruments: a series of indices, multiple inquiry keysort cards, and a computerized routine that prepares construct response methodology profiles for each instrument. Uses of the file for developing uniform terminology and examining instrument commonalities are discussed.

Pfeiffer, J. William, & Heslin, Richard. *Instrumentation in human relations training: a guide to 75 instruments with wide application to the behavioral sciences.* La Jolla, Calif.: University Associates, Inc., 1974.

Provides information on 75 instruments deemed most applicable for use in human relations groups. Measures are grouped into three major categories: instruments with a personal focus (short, one-scale devices and long, multiple-scale tests); instruments with an interpersonal focus (general, premarriage, marriage, family, and group dynamics); and instruments with an organizational focus (organizational climate, management/leadership style, and supervisor-subordinate relations). Descriptions include the following: title of device, author, number of items, times needed both for administration and scoring, scales subsumed in the device, uses, positive features, where to order, and the cost of the test and appropriate manuals. Additionally, more detailed information on administration, scoring, and interpretation procedures is supplied for a number of selected instruments.

Psychological tests. Volume II. A. Intelligence tests. B. Personality tests. Alexandria, Va.: Defense Documentation Center, 1973.

Includes many annotated references to reports describing the rationale and development of tests to measure personality, intelligence, and social acceptability. Each part includes indexes to the measure's author, the finding agency for the developmental research, and measurement domains.

Psychological tests. Volume III. Aptitude tests. Alexandria, Va : Defense Documentation Center, 1973.

Contains information on aptitude tests used to predict success in various tasks and jobs. Includes test author and subject domain and funding agency indexes.

Psychological tests. Volume I. A. Achievement tests. B. Psychomotor tests. Alexandria, Va.: Defense Documentation Center, 1973.

Set of annotated references containing information about tests of selective motor learning skills that can be used to measure motivation and evaluate personnel, and about nonintellectual tests for measurement of ability and performance. Includes test author and subject domain and funding agency indexes.

Redick, R.L. A compilation of measurement devices compendia. *Measurement and Evaluation in Guidance*, 1975, 8, 193-202.

Describes some 30 compendia of psychological measures, providing a brief abstract and bibliographic data for each reference. Most, but not all, of the volumes described are also mentioned in this monograph.

Robinson, J.P., Rusk, J.G., & Head, K.B. *Measures of political attitudes.* Ann Arbor, Mich.: Institute for Social Research, 1968.

The main volume of a three-volume collection of instrument descriptions in the sociopolitical domain, *Measures of Political Attitudes* presents test items and selected psychometric data for 95 scales from 10 attitude areas. The major areas are liberalism-conservatism, attitudes toward the political process, international attitudes, and racial attitudes. Separate chapters in this monograph are devoted to (1) a historical review of public opinion on domestic and international attitudes, (2) a comprehensive listing of attitude questions used in ISR-Survey Research Center election studies, along with the distribution of replies to these questions in the general population, and (3) a brief review of desirable criteria for well-constructed attitude scales.

Robinson, J.P., Athanasiou, R., & Head, K.B. *Measures of occupational attitudes and occupational characteristics.* Ann Arbor, Mich.: Institute for Social Research, 1969.

The second volume of a three-volume collection of instrument descriptions in the sociopolitical domain, *Measures of Occupational Attitudes and Occupational Characteristics* deals with measures useful in studying the world of work. Some 60 attitude scales are reviewed, most of them dealing with job satisfaction, although other scales are included that tap occupational values, leadership styles, and union-management attitudes. Three chapters examine measures of occupational status, occupational situs, and occupational similarity. The monograph also includes reviews of survey findings on job satisfaction and on status inconsistency.

Robinson, J.P., & Shaver, P.R. *Measures of social psychological attitudes.* Ann Arbor, Mich.: Institute for Social Research, 1969.

The third volume in a three-volume collection of instrument descriptions in the sociopolitical domain, *Measures of Social Psychological Attitudes* is concerned with social-psychological measures of areas related to the quality of life (for example, alienation, self-esteem, values, and trust in one's fellow man). In addition, 27 scales of authoritarianism (and related constructs) and 17 religious-attitude scales are described. A substantive review chapter on correlates of life satisfaction and happiness discusses convergent results in this area.

Rosen, Pamela. *Tests of basic learning for adults: an annotated bibliography.* Princeton, N.J.: ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, 1971. (ED 058 274)

A bibliography of tests of basic skills or basic learning either specifically designed for adults or modified for use with adults.

Savard, Jean-Guy. *Analytical bibliography of language tests.* Quebec, Canada: Laval Univer. Press, 1969.

An annotated bibliography covering over 400 measures including second-lan-

guage tests, mother-tongue tests, bilingual tests and language aptitude tests. While the bulk of the text is in French, introductory and explanatory material is provided in both French and English.

Scott, M. Gladys, & French, Esther. *Measurement and evaluation in physical education.* Dubuque, Iowa: William C. Brown Company Publishers, 1959.

Discusses the uses of measurement and evaluation in physical education and provides a background for test construction, selection, and use. Detailed information is presented for a number of tests.

Shaw, M.E., & Wright, J.M. *Scales for the measurement of attitudes.* New York: McGraw-Hill, 1967.

Describes and reprints 176 scales for the measurement of attitudes. Test descriptions include the following items: variables measured, subjects, response mode, scoring, reliability, validity, and special comments. The attitude scales included are arranged into the following topic categories: social practices, social issues and problems, international issues, abstract concepts, political and religious attitudes, ethnic and national groups, significant others, and social institutions.

Simon, Anita, & Boyer, E. Gil. (Eds.) *Mirrors for behavior: an anthology of classroom observation instruments.* Philadelphia: Research for Better Schools, Inc., 1967-1970.

A 15-volume series concerning systems for the analysis of classroom interaction. Provides an analysis of the state of the art in this area, a compilation of seventy-eight observation instruments, and related bibliographic references.

Simon, Anita, & Boyer, E. Gil. *Mirrors for behavior III: an anthology of observation instruments.* Wyncote, Pa.: Communications Materials Center, 1974.

Ninety-nine observational systems (including instrumentation), which attempt to describe human communication analytically via descriptors of behavior in a variety of settings, were selected from the fields of group dynamics, psychotherapy, medicine, industry, anthropology, and education. These systems have been used to assess various types of interactions: business or faculty meetings, administrator-subordinate interactions, individual and group therapy sessions, interviews, family discussions, and interactions in many types of classrooms. Systems are classified on the basis of: category dimensions (i.e., whether a system's descriptors of behavior categorize interaction into affective, cognitive, psychomotor, activity, content, sociological structure, and/or physical environment dimensions); coding units and collection methods; number and type of subject(s) observed; setting(s) and use(s); and specialized focus of systems used in classroom settings. Abstracts describing each observation instrument are also presented. Each abstract contains: system name, authors, and a one-paragraph descriptive statement concerning purpose, interaction dimension(s) focused on, who is involved, and data recorded.

The volume includes an anthology of the 99 observation instruments and provides the following information on each system: name, author, author's address, abstract (repeated), subject(s) of observation, number of subjects the system can observe, data-collection methods reported, category dimensions of the system, settings used, coding units, data-collecting and coding personnel needed, and uses reported by authors(s). Copies of instruments are included.

Solleder, Marian K. *Evaluation instruments in health education: 1969 revised edition.* Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1969.

A listing of 135 tests that can be used at the elementary, junior high, senior high, or college level. Describes both commercially available and research instruments.

Straus, M.A. *Family measurement techniques: abstracts of published instruments.* Minneapolis, Minn.: Univer. of Minnesota Press, 1969.

Descriptions of 319 instruments that can be used in research with families. Each description is organized into an outline of categories such as: variables measured, test description, sample item, evidence of validity (construct, content, and so forth), evidence of reliability, sample size, sampling method, sample characteristics, norms, availability, published references, and so forth.

Suydam, Marilyn N. *Unpublished instruments for evaluation in mathematics education: an annotated listing.* Columbis, Ohio: ERIC Information Analysis Center for Science, Mathematics, and Environment Education, Ohio State Univer., 1974. (ED 086 518)

A listing of approximately 200 unpublished instruments designed to assess mathematical instruction and reported in journals, dissertations, and ERIC documents from 1964 through 1973. The bibliography is in two parts: Part I is an annotated listing of instruments; Part II consists of a supplementary list of instruments that were not annotated because reliability and/or validity information was not provided or because a copy of the instrument was not available for inspection.

Symes, D.S. *A description and an analysis of tests for the bilingual child.* Santa Fe, N.M.: State Department of Education, 1975.

Presents descriptions, including costs and positive features and limitations, of nine tests educators can use in determining the language proficiency of children with bilingual backgrounds.

Tarczan, Constance, *An educator's guide to psychological tests: descriptions and classroom implications.* Springfield, Ill.: Charles C. Thomas, 1972.

A source book of information concerning intelligence, mental age, and psychometric terminology. Describes approximately 60 psychological, achievement, reading, projective, social, infant, and preschool measures. Provides information concerning each test's purpose, content, administration, standardization, reliability, and validity.

Walker, Deborah K. *Socioemotional measures for preschool and kindergarten children: a handbook.* San Francisco: Jossey-Bass, 1973.

Part I of this book presents an overview of socioemotional measurement technology, including discussions on the definition and classification of measures, the importance of measures, locating available measures, measurement techniques, general problems with measures for young children, and recommendations for future work. Part II provides descriptions and evaluations of 143 socioemotional measures in six areas: attitudes, general personality and emotional adjustment, interests or preferences, personality or behavior traits, self-concept, and social skills or competency. Each description provides such data as how to get a copy of the instrument, appropriate age range, details of administration, and

reliability and validity evidence. The measures include both commercially published tests and unpublished (but available) research measures.

Wall, Janet, & Summerlin, Lee. *Standardized science tests: a descriptive listing.* Washington, D.C.: National Science Teachers Association, 1973. (ED 077 706)

A compendium of standardized science tests, published between 1959 and 1972, which are available to elementary and secondary school teachers. The listing is divided into seven sections: elementary science tests, biology tests, chemistry tests, earth science tests, general science tests, physics tests, and other science tests.

Whybrew, William E. *Measurement and evaluation in music: second edition.* Dubuque, Iowa: William C. Brown Company Publishers, 1971.

A guide to the selection, use, and interpretation of achievement and aptitude tests in music. Some of the topics covered are: the psychological bases of musical aptitude tests, problems in music testing, analyses of existing measures of musical aptitude and achievement, construction of classroom tests, and course grading.

Wight, A.R., Doxsey, J.R., & Mathiesen, R. *Measurement of affect and the humanizing of education.* Four volumes. Salt Lake City: Interstate Educational Resources Service Center, 1974.

Volume IV of this series presents basic information (title, author, and source address) for 1,258 instruments that measure variables related to affective development in children. An organizational scheme for classifying the instruments is also provided.

Wylie, Ruth C. *The self-concept: a review of methodological considerations and measuring instruments. Volume One.* Lincoln, Nebraska: Univer. of Nebraska Press, 1974.

This volume is concerned with self-concept measurement, and an evaluation of extant research designs, procedures, and measurement techniques. Chapter 4 presents descriptions and critical analyses for 16 self-concept measures. These measures have been used in 12 or more research studies (brief consideration also is given to a few devices used less frequently), have been derived from and represent various theoretical orientations, and are representative of instruments that purportedly measure overall aspects of self-concept (such as global self-regard and self-consistency), as well as those that presumably deal with self-descriptions and/or self-evaluations along a number of separate dimensions. Each description includes author's name, test title, and a narrative summarizing rationale and general description, reliability, construct validity, and recommendations for use.

Zytowski, Donald G. (Ed.) *Contemporary approaches to interest measurement.* Minneapolis, Minn.: Univer. of Minnesota Press, 1973.

Anthology on interest and work-values inventories, beginning with a presentation of basic information on the selection and use of interest inventories. Subsequent chapters provide detailed discussions of individual inventories, including: the *Strong Vocational Interest Blank*, the 1969 *Revision of the Strong Vocational Interest Blank for Women*, the *Kuder Occupational Interest Survey*, the *Minnesota Importance Questionnaire*, the *Ohio Vocational Interest Survey*, and the *Work Values Inventory*. The final chapter contains numerous illustrative interpretations of profiles obtained for each of the inventories.

Publishers' Catalogs. There are several hundred publishers of educational and psychological tests in the United States. Other publishers of tests in English are located throughout the world. While many of these firms are too small to maintain test catalogs, others, such as The Psychological Corporation, Consulting Psychologists Press, Science Research Associates, or Educational and Industrial Testing Service, print annual catalogs listing their products. These catalogs can be a useful source of information even though their descriptions are brief and commercially oriented. The catalogs usually are available free of charge, and would make useful additions to the personal library of any professional who regularly needs to locate test instruments. At least one publisher, Psychological Test Specialists, provides for each of its tests a fair amount of technical information about reliability, validity, normative data, and so forth. Publishers' catalogs may be especially helpful to those who require well-validated, easy-to-administer tests, or perhaps special services such as computer scoring or interpretation. The list of test publishers in the back of the *Mental Measurements Yearbook* can be used to obtain addresses; advertisements in professional journals also may provide this information. The Educational Testing Service Test Collection (described elsewhere in this monograph) issues a test publishers' directory, *Major U.S. Publishers of Standardized Tests.*

INFORMATION SYSTEMS

There are, unfortunately, relatively few information retrieval systems *specifically* designed to respond to search questions about psychological tests. Even more regrettably, two of the systems that were in operation when the writer's 1972 monograph on this same subject was prepared are not now in operation—Dr. Donald Zytowski's Counseling Research Measures and Dr. E.W. Ferneau's Drug Abuse Research Instrument Inventory. Of the three that remain, the ERIC Tests, Measurement, and Evaluation Clearinghouse is the most useful in terms of response capability.

ERIC Clearinghouse on Tests, Measurement, and Evaluation (ERIC/TM): The clearinghouse is part of the massive Educational Resources Information Center, which is described later in this monograph. Instructions for use of the ERIC System are contained in Brown, Sitts, and Yarborough (3), also described below, but this clearinghouse is of such unique relevance to testing that it also merits separate treatment.

The ERIC Clearinghouse on Tests, Measurement, and Evaluation (Educational Testing Service, Princeton, New Jersey 08540), like each of the other 15 clearinghouses in the ERIC system, collects, evaluates, and distributes information within a particular area of interest. ERIC/TM is responsible for processing all documents whose content is confined primarily to the following:

(1) Tests or other measurement devices, and documents whose major purpose is confined to discussions of such instruments. Such documents might announce the availability of an instrument, describe its characteristics, tell how it was developed, explore its reliability and validity, provide a critical review, summarize recent developments in the creation of the measure, or explain how it can be used more effectively.

(2) Measurement or evaluation procedures and techniques. These documents might describe such procedures, indicate when they can be appropriately applied, expound on their advantages and disadvantages, compare them with other tech-

niques, or list studies in which they have been applied.

(3) Papers concerned with programs or projects (regardless of the population, level, or content of the study as a whole) insofar as they relate to the evaluation materials, procedures, and techniques used in the program or project. If, however, the major emphasis is on innovative treatment, and evaluation plays only an incidental role, the document is referred to another clearinghouse for processing.

Documents appropriate for the ERIC system come in a variety of forms: research reports; monographs; critical reviews of literature; surveys; tests and supporting documents; program or project reports; compendia; syllabi; bibliographies; conference papers; state-of-the-art papers; speeches; newsletters; and bulletins. Documents are screened to determine whether they reflect reasonable standards of professional and technical competence and are presented in clear, understandable language and form. A substantial portion of the documents processed by ERIC/TM come from national educational conferences; individuals working in the field; research organizations; and federal, state, and local agencies.

The documents processed by ERIC/TM are indexed and abstracted in *Research in Education,* the monthly abstract journal announcing recently completed research and research-related reports in the field of education. Each clearinghouse is also responsible for selected journals in its area of interest. Journal articles are indexed in *Current Index to Journals in Education,* a monthly publication.

In order to assist users in finding and digesting the vast amount of information in the ERIC system, the clearinghouses prepare information analysis products. These products are in the form of interpretative summaries, research reviews, and bibliographies on critical topics in education.

ERIC/TM maintains a complete microfiche collection of ERIC documents and has access to a retrieval system which allows a search of *Research in Education* and *Current Index to Journals in Education* via computer. The ERIC/TM staff assists individuals seeking information by providing information concerning the ERIC system and how to use it, by consultation in the preparation of search strategies, by responding to specific questions, and by using their computer access capability to prepare small, focused bibliographies.

ETS Test Collection: The Educational Testing Service Test Collection is an extensive library of tests and other measurement devices. It was established to serve as an archive for testing and to provide current information on available tests and related services to persons engaged in research, advisory services, education and related activities. The collection presently comprises nearly 10,000 instruments. In addition to tests, files on American and foreign test publishers, scoring services and systems, state testing programs, published test reviews, and reference materials on measurement and evaluation are maintained.

Qualified persons, whether affiliated with Educational Testing Service or not, may have on-site access to the materials in the test collection. Publishers' restrictions regarding access to test materials are carefully observed. Persons unable to visit the collection may direct specific questions to its staff by mail or telephone.

Notification about recent acquisitions to the collection, and announcements of new tests and services are provided in the *Test Collection Bulletin.* This quarterly digest of information on tests is available on a subscription basis. New publishers, new references on measurement and evaluation, a calendar of testing programs, references to test reviews, and notification of publisher changes are also included in the *Bulletin.*

Another regular publication of the ETS Test Collection is the *Major U.S. Publishers of Standardized Tests,* a pamphlet listing publishers' addresses. In addition, a series of annotated test bibliographies has been prepared and is available on request.

Besides the *Test Collection Bulletin* and publishers' directory, ETS Test Collection publications include the following bibliographies:

Assessment of Teachers, June 1973 (ED 083 322)

Attitudes Toward School and School Adjustment, Grades 4-6, February 1973 (ED 083 321)

Attitudes Toward School and School Adjustment, Grades 7-12, March 1973 (ED 083 323)

Criterion-Referenced Measures, July 1973

Measures of Self-Concept, Grades 4-6, February 1973 (ED 083 320)

Reading Tests, Grades 4-6, January 1975

Reading Tests, Grades 7-16 and Adults, January 1975

Self-Concept Measures, Grade 7 and Above, June 1973 (ED 083 319)

Tests for Educationally Disadvantaged Adults, July 1973 (ED 083 318)

ETS Head Start Test Collection: The Head Start Test Collection has been established at Educational Testing Service to provide information about assessment instruments for those engaged in education, research, or project direction involving children from birth to age nine years. The project maintains an extensive file of published and unpublished tests and other assessment devices. Qualified persons working in the area of early childhood education may have on-site access to these files or may direct specific questions to the collection by mail or telephone. The project is funded by the Office of Child Development of the U.S. Department of Health, Education, and Welfare and utilizes the services of the ERIC Clearinghouse on Early Childhood Education and the facilities of the Educational Testing Service Test Collection.

For further information about the Head Start Test Collection write to the Head Start Test Collection, Educational Testing Service, Princeton, New Jersey 08540.

Bibliographies published by this project include:

Self Concept Measures: An Annotated Bibliography (ED 051 305)

Language Development Test: An Annotated Bibliography (ED 056 082)

School Readiness Measures: An Annotated Bibliography (ED 056 083)

Tests for Spanish-speaking Children: An Annotated Bibliography (ED 056 084)

Measures of Social Skills: An Annotated Bibliography (ED 056 085)

Assessing the Attitudes of Young Children toward School (A State-of-the-art Paper) (ED 056 086)

Measures of Infant Development: An Annotated Bibliography (ED 058 326)

SCALES/RIQS: The Program of Research on the Management of Research and Development (POMRAD) at Northwestern University, Department of Industrial

Engineering and Management Sciences, maintains an inventory of instruments in the areas of organizational behavior, management, and research and development laboratories. The SCALES file contains copies of instruments and information about them; some of these data may be retrieved or searched by computer using the RIQS computer program, the SCALES computer tape, and the SCALES/RIQS instruction manual (POMRAD Document 72/103). It is described more fully in Kegan *et al.* (6). The inventory of measures may be searched manually at no charge; computer search requires purchase of time at the Northwestern Computing Center. ***The SCALES system presently is available for use only in person; inquiries by mail or phone cannot be processed or answered.*** Additions to the inventory are prepared each year by graduate students in the organization theory program; currently there are over 600 instruments in the inventory. Inquiries concerning the use of SCALES/RIQS should be directed to: Professor A.A. Rubenstein, Department of Industrial Engineering and Management Sciences, The Technological Institute, Northwestern University, Evanston, Illinois 60201.

Ralph G. Connor Alcohol Research Reference File: Originally established by the late Professor Ralph G. Connor of Eastern Washington State College, the file constitutes an archive of research instruments that have been used in research on drinking behavior and alcoholism. The file now has been transferred to the Center of Alcohol Studies at Rutgers University and is open to all interested persons who may wish to request copies of the several hundred instruments currently in the archive. A brief publication entitled *Inventory*, available on request from the Center, indexes all instruments available as of January 1977. Each entry includes the file order number, title of the instrument, a brief description of its contents and purpose, the author or sponsoring agency, author affiliation at the time the instrument was developed, date of first use, length, number and type of questions, and information as to the availability of published references on the instrument. Instruments are classified under the following major categories: Attitudes toward and Knowledge of Alcohol and Alcoholism, Drinking Practices and Profiles (subdivided into different populations, such as Military Personnel or Aged), Screening Tests for Alcoholics, Industry and Problem Drinking, Driving and Drinking, Social Resources/Services and Problem Drinking, Medical Facilities/Facilities and Alcoholism, Evaluation and Follow-up, Medical Records and Treatment Forms, Advertising and Alcohol, and Miscellaneous. Photocopies of any instrument stored in the file (except for those restricted by the authors because of copyright, commercial publication, and so forth) are available at the rate of 10 cents per page (minimum order $1.00). Payment should not be sent in advance; an invoice is included with the completed order. A bibliography of known published works that are based on each instrument will be included with each copy. Test developers and researchers also are requested to deposit copies of instruments they may develop, as well as scoring procedures and supplementary and bibliographic information, with the file. Inquiries should be directed to: CARRF, Center of Alcohol Studies, Rutgers University, Allison Road, Piscataway, NJ 08854.

SUPPLEMENTARY SOURCES

Following are the names of some of the most important record-keeping devices in the social sciences, and of some sophisticated computer-based knowledge retrieval

systems. These devices and systems may be useful to the professional seeking information about tests, but they have one major disadvantage: they are *not* organized primarily to deliver test-related information. They may, therefore, produce much unwanted or minimally relevant information to search through, either in the print publications or in computer printouts from the information retrieval systems.

1. *Periodical Literature—Indexes and Abstracts:* Following are some of the major titles of regularly-published works of this sort:

Bibliography of Medical Reviews

Child Development Abstracts and Bibliography

Coordinate Index Reference Guide to Community Health

Cumulative Index to Nursing Literature

Excerpta Medica

Hospital Literature Index

Index Medicus

International Nursing Index

Mental Retardation Abstracts

Poverty and Human Resources Abstracts

Psychological Abstracts

Psychopharmacology Abstracts

Quarterly Journal of Studies on Alcohol; Section B, Documentation

Readers' Guide to Periodical Literature

Rehabilitation Literature

Research Grants Index

Research in Education

Science Citation Index

Social Sciences and Humanities Index

Social Sciences Citation Index

Sociological Abstracts

To make good use of these reference volumes, it is especially important for the information seeker to have a good working knowledge of how data on instruments are entered in each index consulted. For instance, the annual index to *Psychological Abstracts* can be used quite conveniently to run a quick search for instruments of interest, since each document abstracted is entered by major topic area as well as by a brief, one-line description of the work's content. The monthly index, on the other hand, is broken down only into major topic areas. *Psychological Abstracts* enters data about measuring and data-collecting instruments under such index topic headings as "Tests and Testing," "Test/Achievement," "Test/Personality," "Projective Techniques," and by instrument name—for example, "Minnesota

Multiphasic Personality Inventory." An instrument designed to measure some variable—for example, "anxiety" or "dogmatism"—might also be located by referring to topic listings for that variable. The cumulative indexes to *Psychological Abstracts,* which cover the periods 1927-1958 and more recent years in supplemental volumes, can also be used in this way.

Because each of the available indexes has certain idiosyncrasies in the entering of data units, it is important for the information seeker to develop a strategy for using each of the volumes he consults regularly. For example, topic headings used to classify the documents that are entered—such as "Test/Achievement"—vary widely from one index to another. These indexes provide rapid access to a vast quantity of published literature so that many pertinent items of information may be retrieved and works may be identified and consulted in their entirety. For example, by scanning a year or so of ERIC's *Current Index to Journals in Education,* it is possible to locate numerous articles covering a specific topic. The disadvantages of abstracts or indexes are well known; in particular, the time lag between publication of a work and its appearance in some index volume constitutes an important limitation of these reference works. In addition, instruments in the planning or development stages, or measures devised without publication of research results in mind, are excluded altogether.

2. *Reviews for Keeping Current:* In addition to literature indexes, there are also a fair number of magazines and journals today which are designed to keep their readers "state-of-the-art current" in given subject fields. Some which may contain test-related information are:

Alcohol and Health Notes

American Journal of Orthopsychiatry

American Journal of Psychiatry

APA Monitor

Behavioral Science

Community Mental Health Journal

Crime and Delinquency Literature

Digest of Neurology and Psychiatry

Evaluation

Hospital and Community Psychiatry

Human Behavior

Innovation Information and Analysis Project News

Innovations

Journal of Psychiatric Nursing and Mental Health Services

JSAS Catalog of Selected Documents in Psychology

Mental Health Digest

Mental Health Scope

Mental Hygiene

Psychiatric News

Psychiatry Digest

Roche Report: Frontiers of Psychiatry

Schizophrenia Bull[illegible]

Smoking and Healt[illegible]lletin

Social and Rehabilitation Record

SSIE Science Newsletter

These magazines and journals can, of course, be most readily found in university libraries. For most, their coverage of test-related material will be very spotty.

3. *Information Systems:* For comprehensive coverage of this subject, the reader should refer to *Information Sources and How to Use Them* (5), a valuable reference work prepared by the Human Interaction Research Institute for the Mental Health Services Development Branch of the National Institute of Mental Health. This manual also provides detailed descriptions of the various indexes, periodical reviews, and digests described earlier in this paper. The information resources below are described only in brief because of the availability of the above publication and because many of the clearinghouses may not be as consistently useful for *instrument* information retrieval as other resources.

Two major vendors currently provide on-line interactive search access to a large number of data bases in the social sciences, so that a user can query many different sources of information simultaneously. Lockheed Information Systems (3251 Hanover Street, Dept. 15-50, Bldg. 201, Palo Alto, California 94304) provides access to ERIC Comprehensive Dissertation Abstracts, NTIS, Psychological Abstracts, and Sociological Abstracts, among others. SDC Search Service (2500 Colorado Avenue, Santa Monica, California 90406) similarly provides access to Comprehensive Dissertation Abstracts, ERIC, LIBCON, NTIS, Smithsonian Science Information Exchange, and others. Details about fees for use of these systems and operating arrangements can be obtained from each company.

a. *Center of Alcohol Studies.* Rutgers University, New Brunswick, New Jersey 08903. The Center, aided by a grant from the National Institute of Mental Health, collects, classifies, and abstracts scientific literature on alcohol and alcoholism. A pamphlet describing documentation facilities and various services may be requested from the Center. Abstracts prepared by the Center may identify or describe measures useful in the study of alcoholism and drinking behavior.

b. *Dissertation Information System.* Xerox University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106. This service provides indexes to, abstracts of, and actual copies of doctoral dissertations written at more than 350 participating universities in the United States and Canada. There is also a computerized information retrieval system, DATRIX II, through which searches can be run for dissertations on given topics, such as those that might be of interest to readers of this volume. More than 500,000 dissertations written since 1938 are included in this system.

c. *Education Resources Information Center (ERIC).* National Institute of Education, Department of Health, Education and Welfare, Washington, D.C. As the central clearinghouse concerned with the dissemination of information about American education and education research, ERIC publishes a variety of documents

available in either paper copy or microfiche. ERIC's *Research in Education* has already been mentioned as one important reference source. These abstracts may be searched to identify documents concerned with various types of educational measures. Brown, Sitts, and Yarborough (3) have developed an excellent practical manual concerning the use of ERIC.

d. *Information Center on Crime and Delinquency.* National Council on Crime and Delinquency, 411 Hackensack Avenue, Hackensack, New Jersey 97601. This center generates abstracts of journal articles and other documents in the criminal justice field, and will conduct literature searches in this area using the data base of the many thousands of abstracts they maintain. It also publishes *Crime and Delinquency Literature*, a monthly review cited elsewhere in this monograph. The Center's collection of literature on crime and related subjects is the largest in the world, and includes a number of reports on the construction and use of psychological tests for criminal or delinquent populations.

e. *Institute for Scientific Information (ISI).* 325 Chestnut Street, Philadelphia, Pennsylvania 19106. This organization provides a number of computer-assisted information dissemination and retrieval services (for example, literature searches on specified topics). Further information about ISI facilities and the fee structure for services can be obtained by referring to the *Information Sources Manual* or by writing to ISI.

f. *Institute for Sex Research.* Morrison Hall 416, University of Indiana, Bloomington, Indiana 47401. The Institute maintains both a library and archives for researchers, educators, and counselors working in the field of human sexuality. It will answer information requests by mail, including preparing bibliographic searches, making referrals to individuals engaged in similar research, and so forth. All services are free of charge except for copying and (beginning with the fourth request) bibliographies.

g. *Medical Literature Analysis and Retrieval System (MEDLARS).* National Library of Medicine, 8600 Rockville Pike, Bethesda, Maryland 20014. The MEDLARS system indexes documents from some 2,300 journals—including many in the psychological and psychiatric literatures—from 1963 to date. By writing to MEDLARS, an investigator may have a computer printout prepared listing all references entered in the MEDLARS system pertinent to a particular topic. Bibliographies are prepared at no charge; request forms and publications explaining the MEDLARS system in greater detail are available on request. This system can be used to retrieve references on broad topic areas of psychological measurement, but it may be less successful in obtaining citations on very specific topics or for particular instruments.

h. *National Clearinghouse for Mental Health Information (NCMHI).* National Institute of Mental Health, 5600 Fishers Lane, Rockville, Maryland 20852. The clearinghouse has in computer storage some 100,000 abstracts on various topics in mental health research and services. Abstracts for a specific topic can be retrieved on a computer printout prepared free of charge to the information seeker. The clearinghouse's facilities can be particularly useful for obtaining an overview of some field of psychological measurement. Retrieval of abstracts concerning a particular instrument is also possible with the NCMHI system.

i. *National Clearinghouse for Smoking and Health.* Technical Information Center, Bureau of Health Education, Center for Disease Control, Building 14, Atlanta, Georgia 30333. This clearinghouse contains more than 22,000 documents related to smoking and health. Telephone or written requests for information can be handled

by the clearinghouse, which also publishes a research directory, a bulletin on new materials available, and miscellaneous pamphlets and reports.

j. *National Criminal Justice Reference Service* (*NCJRS*). Law Enforcement Assistance Administration, Department of Justice, P.O. Box 24036, Southwest Post Office, Washington, D.C. 20024. This service includes a computerized data base in the criminal justice field, along with a variety of information search and dissemination services, all of which are free. A unique feature of NCJRS is the regular mailing to users of its service of summaries of new literature in specific areas which the individual has indicated are of interest. A package of materials describing user services can be obtained by writing to NCJRS.

k. *National Institute on Alcohol Abuse and Alcoholism.* National Institute of Mental Health, 5600 Fishers Lane, Rockville, Maryland 20852. This clearinghouse makes available reports and abstracts from federally-sponsored research on alcohol abuse and alcoholism. In addition to answering information search requests, the clearinghouse regularly issues publications on the literature in this field.

l. *National Institute on Drug Abuse.* National Institute of Mental Health, 11400 Rockville Pike, Rockville, Maryland 20852. The NIDA clearinghouse operates as a central source for the collection and dissemination of drug abuse information within the federal government, and also serves as a coordinating agency for groups throughout the country involved in drug abuse research and treatment. It maintains both a file of hard copies of relevant information and a computerized information retrieval system, either of which may be accessed by users. There are also regular publications on specific topics of interest.

m. *National Technical Information Service.* U.S. Department of Commerce, Springfield, Virginia 22151. The clearinghouse provides paper or microfiche copies of government-sponsored research publications as well as translations of foreign technical literature. This resource is most useful for obtaining further information about an instrument already known to be included in some specific government research project.

n. *Psychological Abstracts Information Services* (*PAIS*). American Psychological Association, 1200 17th Street, N.W., Washington, D.C. 20036. PAIS provides computer access to the world's literature in psychology and related disciplines as published in *Psychological Abstracts.* The data base may be accessed in several ways, including through the Lockheed Information Systems (mentioned earlier). Details can be obtained from PAIS by written request.

o. *Smithsonian Science Information Exchange* (*SSIE*). Room 330, 1730 M Street, N.W., Washington, D.C. 20036. This exchange serves as a registry of research in progress in the United States, with particular emphasis on government-funded research, but also including work funded by foundations and private industry. Notices can be retrieved on topics of interest by telephone or mail request (there is a fee for this service). Users also can contract to receive notices on given subjects routinely on either a monthly or quarterly basis. The main advantage of SSIE is that it helps bridge the gap between initiation of research and the publication of final results, usually years later. For example, those interested in learning about major new research efforts in given areas of psychological testing could well benefit from one of the services SSIE provides.

Some other American clearinghouses for scientific information not listed here are described in the *Information Sources Manual.* MEDLARS and NCMHI are the two facilities that seem best suited to the retrieval of information about psychological measures, although any of the others could be useful in certain cases. Those seeking additional sources of information might also contact the National Referral Center

for Science and Technology (Library of Congress, 10 First Street, S.E., Washington, D.C. 20504), a facility designed to direct information seekers to the public or private resources most likely to be of help to them. The center provides the name, address, and a brief description of each information source that might be useful to the information seeker. The center also publishes *A Directory of Information Resources in the United States: Social Sciences,* revised edition 1973; and *A Directory of Information Resources in the United States: Federal Government,* revised edition 1974. They may be purchased for $6.90 and $4.25 respectively, from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402.

4. *Institutional Files:* The university settings—departments of psychiatry, psychology, sociology, or education—as well as special institutes or groups of private individuals may maintain files of psychological measures and/or information about them. These resources usually can be identified only through personal contact or inquiry at the institution in question since they are rarely advertised in any way. Information seekers should endeavor to become familiar with any such collections available in their area.

5. *People:* Individuals may provide helpful leads or sometimes actual copies of tests.

a. *Author of the Instrument.* When an instrument of interest is identified, it frequently is worthwhile to write to its author, asking for a copy of the measure and for any available reprints or papers dealing with its development and use. Unpublished instruments may not be available through any other source (although, conversely, authors may not wish to provide copies of published measures on which they do not yet hold a copyright). Striking up a correspondence with the instrument's author has other advantages as well, since most professionals take enough interest in their "creation" to be willing to help someone else trying to make use of it. Authors' addresses can be located through appropriate professional directories (for example, the American Psychological Association directory and the American Educational Research Association directory) available in an institutional library's reference section or through acquaintance with a member of the given professional association, who would have a personal copy. Sometimes current copies of a professional directory are distributed only to special libraries (and perhaps to members of the association). The American Psychiatric Association directory, for example, might be found only in a medical library and not in a general university library.

b. *Professional Colleagues.* It has been found that one of the most useful communication networks for social scientists consists of informal channels among colleagues working in the same area of interest. It frequently is possible to locate information simply by asking the right professional person for the facts or for directions for locating them. Keeping track of the areas of specialization of one's associates through informal conversation can pay off in the future when particular information is needed. Sometimes, reference to a professional directory for biographical data about members can identify the areas of specialization of available professionals—for instance, one's fellow faculty members not known on a personal basis.

c. *Reference Librarians.* A trained reference librarian usually has a number of information channels at his or her disposal that may be useful in acquiring information about instruments. The reference librarians at various institutional facilities should be thoroughly familiar with resources in the collection and should be able to

point out quickly what is or is not available. In a large university setting, the information seeker should not overlook the possibility that more than one library or librarian may be of assistance.

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For quick reference, the following alphabetical index has been prepared: (1) listing of print works; (2) listing of test information systems; and (3) listing of supplementary sources (indexes, reviews for keeping current, and other information systems). Those marked with an asterisk include actual copies of the instruments.

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